

# Early Reading First



The ultimate goal of  
Early Reading First  
is to close the  
achievement gap by  
preventing reading  
difficulties.



## Title I, Part B, Subpart 2, NCLB

. . . support local efforts to enhance the early language and pre-reading skills of preschool age children through strategies and professional development based on scientifically based reading research.

## Reading First

- States apply to ED
- States award subgrants to local applicants (State competitions)
- \$900 million (FY 2002)
- Grades K-3

## Early Reading First

- Local projects apply directly to ED
- ED awards grants to local applicants (national competition)
- \$75 million (FY 2002)
  - 175 awards
  - \$250,000 – 1.5 million each
  - 3 year project
- Preschool age

# Eligible Applicants

- 1. One or more LEAs eligible for Reading First.**
- 2. One or more public or private organizations or agencies located in a community served by an LEA eligible for Reading First, applying on behalf of one or more early education programs.**
- 3. One or more eligible LEAs collaborating with one or more eligible organizations or agencies.**

***We know that:***

**Literacy is a learned skill, not a biological awakening.**

**When schools and communities work together with families to support learning, children succeed not just in school, but throughout life.**

**When parents are actively engaged in the process of education, when reading is supported, taught and encouraged at home, children will do better in school.**

**The student who excels in reading will do better in every other subject, too. Good readers make good students.**

# Parent as First Teacher

The quality of parent-child interactions and family environments are central to the acquisition of children's language, cognitive, and early reading development.



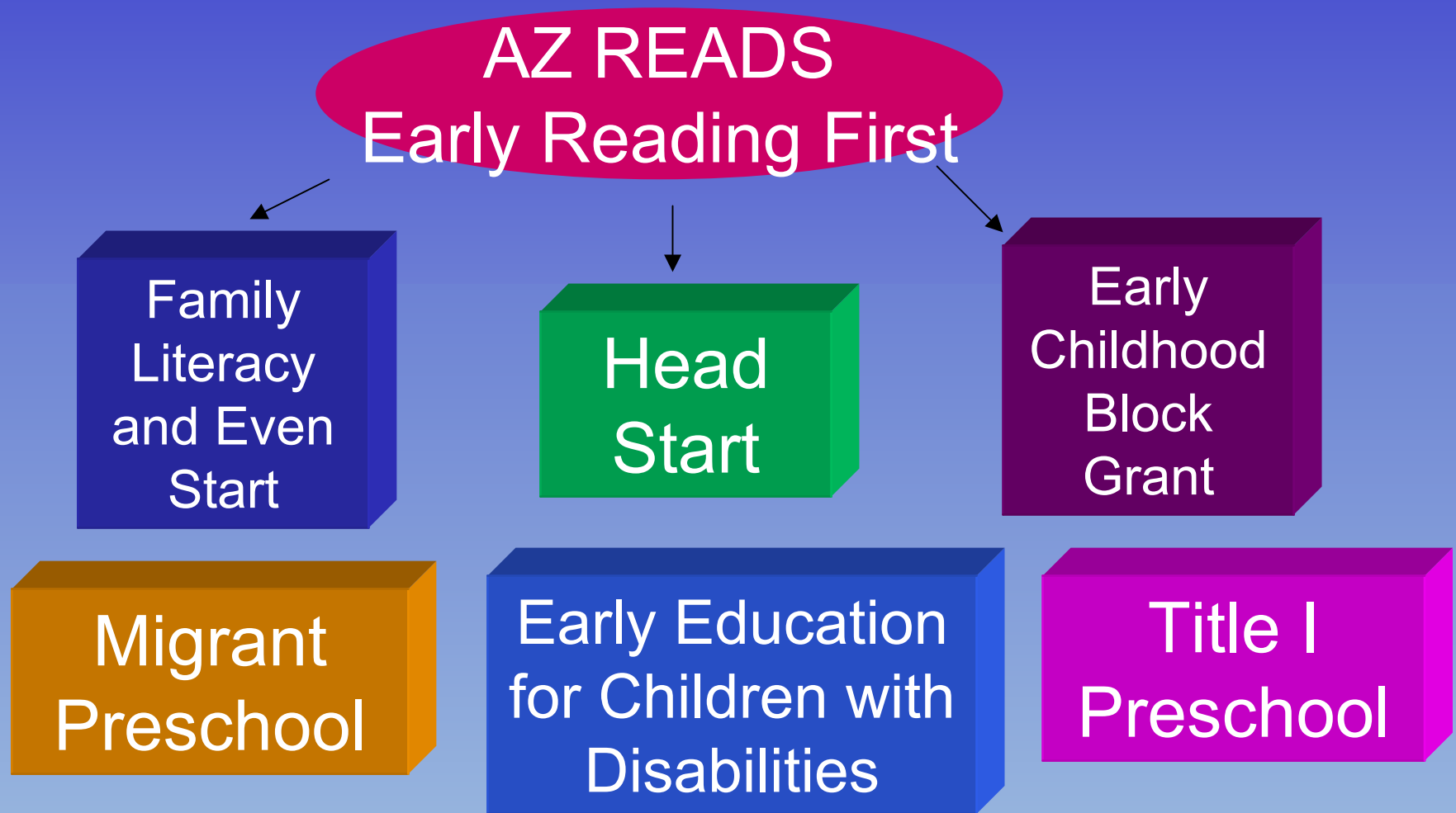


Children who are most at risk for school failure benefit the most from high-quality early learning experiences, yet they are the least likely to have access to programs providing these experiences.





# Relationship Between AZ READS and Early Reading First and Early Childhood Education Programs



***What Early Reading First is not:***

**Academic trickle down**

**Teaching three or four year olds to read**

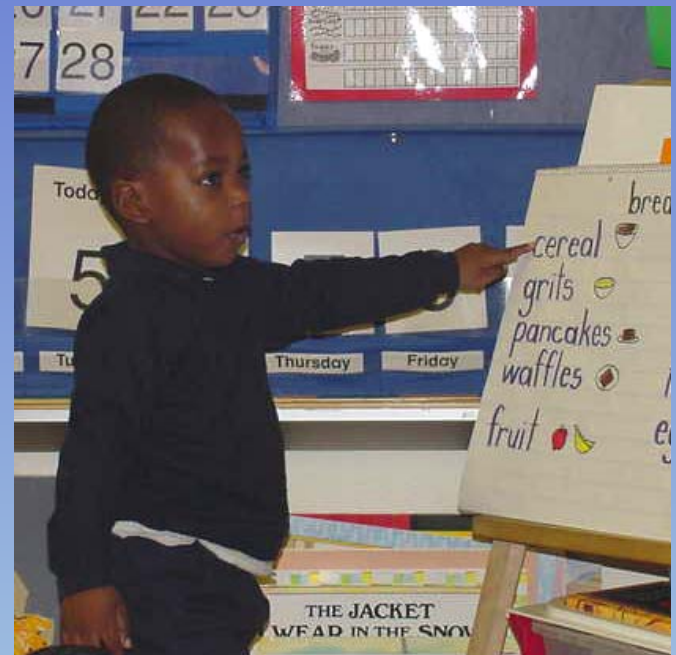
**Ignoring social-emotional development or health and safety.**

**De-emphasizing play**



# Purpose 1: To enhance children's language, cognitive, and early reading skills through professional development for teachers.

- Explicit, systematic, scaffolded instruction
- Intentional teaching
- Intellectually engaging curriculum
- Daily book reading
- Progress monitoring



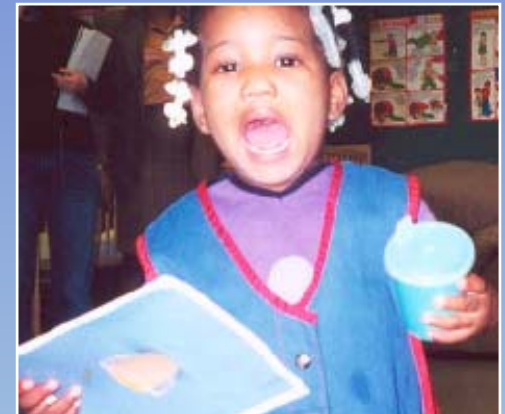
## **Purpose 2: To demonstrate language and reading activities developed from scientifically based reading research.**

- Oral language (vocabulary development, expressive language, and listening comprehension)
- Phonological awareness (rhyming, blending, and segmenting)
- Print awareness
- Alphabetic knowledge



### **Purpose 3: To provide preschool age children with cognitive learning opportunities in high-quality language and literacy rich environments**

- Large variety of age-appropriate books
- Alphabet at children's eye-level
- Labels, signs, and environmental print
- Displays of children's drawings and writing
- Readily available writing tools throughout all learning centers
- Extended meaningful discourse
- Environmental experience



**Purpose 4: To use screening assessments to effectively identify preschool children who may be at risk for reading failure.**

**Are:**

- Brief
- Valid and reliable
- Easy to use and interpret
- Individually administered
- Used to identify children at-risk of later failure.
- Ongoing

**Are NOT**

- Lengthy
- Difficult to administer
- Group-administered
- Used to track children
- One time only

**Purpose 5: To improve existing early childhood programs by using scientifically based reading research to improve all aspects of the program.**

Instructional  
Materials

Teaching  
strategies

Parent  
Engagement

Curriculum

Professional  
Development



# Early Reading Resources

Early Reading First

[http://www.ed.gov/offices/OESE/earlyreading/  
publications.html](http://www.ed.gov/offices/OESE/earlyreading/publications.html)

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National Center for Learning Disabilities

[www.getreadytoread.org](http://www.getreadytoread.org)

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National Center for Family Literacy

[www.famlit.org](http://www.famlit.org)

Early Reading First uses scientifically based reading research to

- **Improve the quality of instruction**
- **Improve the curriculum and materials**
- **Improve the classroom environment**

to create centers of excellence.